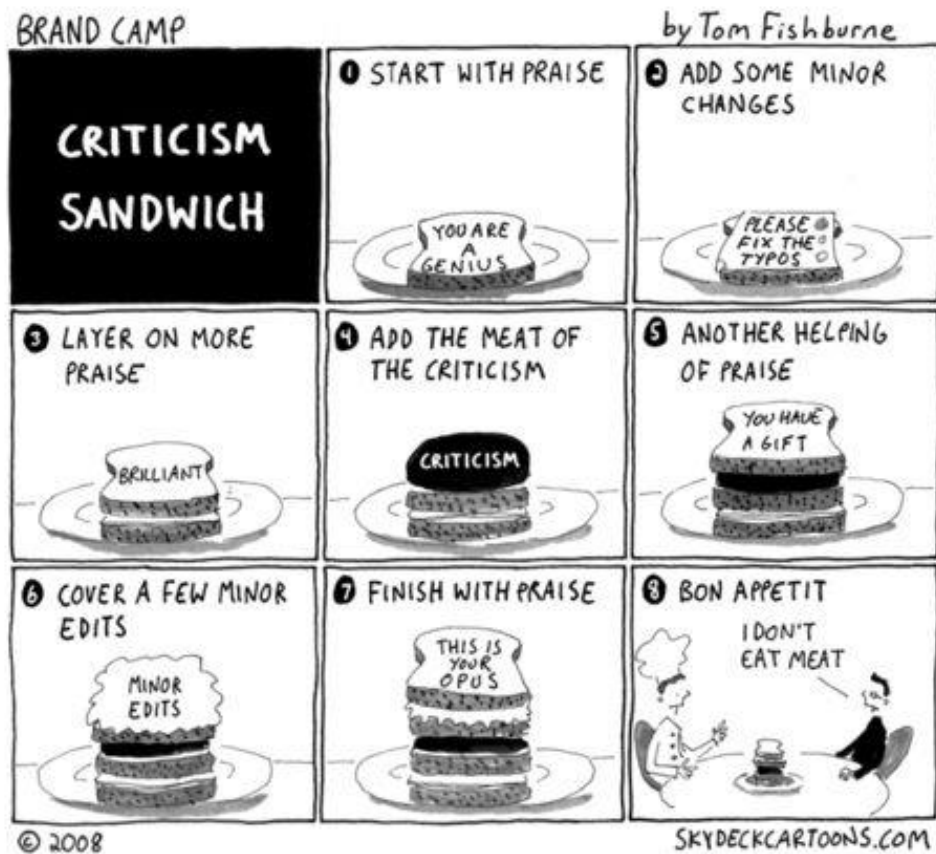


Student Feedback That Moves Learning Forward



Please read this excerpt from: *Improving Adult Literacy Instruction: Supporting Learning and Motivation* (2012).

Offer Feedback in Ways that Motivate

Self-efficacy requires having fairly accurate perceptions of one's current competencies. Overestimating one's ability to read and understand a text, for instance, will not lead to engaging in the behaviors needed to develop new skills. Underestimating one's abilities may lead to coping or hiding behaviors that prevent the learner from making use of his or her existing skills. To develop accurate perceptions of their competencies, students need to receive clear, specific, and accurate feedback. The feedback should be appropriate to the learners' needs and be specific about the area that should be improved.

Assist learners in managing errors

Students of all ages can find errors demotivating. Research suggests the benefits of error management—that is, leading adults to expect errors as a part of the learning process and then providing strategies for coping with errors and learning from them. Instructors need to know how to recognize and correct ingrained negative attributions by providing feedback that stresses the processes of learning, such as the importance of using strategies, monitoring one's own understanding, and engaging in sustained effort even in the face of challenges.



Reframe explanations in ways that motivate persistence

Experiences with learning can trigger questions such as: Why did I do badly? (after receiving a low score on an evaluation). Why can't I understand this? (after failing to comprehend a paragraph). Why can't I write sentences that make sense? (after being unable to write a coherent short story). The "attributions" students form in response to such questions—in other words, how they explain the reasons for their successes and failures to themselves—will either motivate them to persist or discourage them from doing so.

A learner who is experiencing difficulty comprehending a text, for example, will be more likely to persist if he or she attributes the difficulty to something external (for example, a boring text), something uncontrollable (being ill), or something unstable (feeling depressed that day). A learner who experiences success at a task will be more likely to persist if progress is attributed to something internal (for example, personal enjoyment of reading), controllable (practice, spending a lot of time working on the text), and stable (a belief in one's ability as a reader).

When a student does not experience success—for example, if he or she is unable to make sense of the overarching point of a short story—instructors can help the learner employ reading strategies that can elucidate the story's meaning and also provide a different frame for thinking about the reasons for the learner's difficulties and errors. With repeated re

framing, instructors can help learners develop attributional styles that allow learners to employ strategies and skills that are more likely to lead them to persist.

Model literacy strategies

Vicarious experience—such as observing others successfully perform specific tasks or use specific strategies—is another way to frame learners’ attitudes toward learning and increase self-efficacy. For instance, instructors or students might model literacy strategies or other learning behaviors.

Approaches to Avoid

Research suggests that teachers can contribute to learners’ negative framing and explanations in a variety of ways, including by:

- ✓ Communicating, intentionally or unintentionally, to learners that a reading problem is internal to them.
- ✓ Teaching practices that could build negative internal attributions include labeling readers and writers as strong or struggling; making obvious assignments of readers and writers to working groups by skill level; and encouraging some learners to excel, while exhibiting low expectations for others.
- ✓ Providing inadequate or no feedback, which can signal that skills are inherent and immutable. For example, if a teacher responds to an answer with, “No, that is wrong—try again,” and does not provide feedback or suggestions for development, then the student may develop or apply a maladaptive attribution (e.g., “I must not be very smart”): an internal, stable, and uncontrollable attribution for failure that is unlikely to enhance motivation to read.

Mindsetworks recommends the following tools on how to communicate with students when providing feedback.

Growth Mindset Feedback Tool <https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/MM3J5IO126930FPPC4TD.pdf>

Growth Mindset Framing Tool <https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/LVKMHI2ZNTP4DLN5DU23.pdf>

Tip: Use the cognitive and metacognitive questioning tools to provide feedback. Ask students the questions that you want them to be asking themselves.

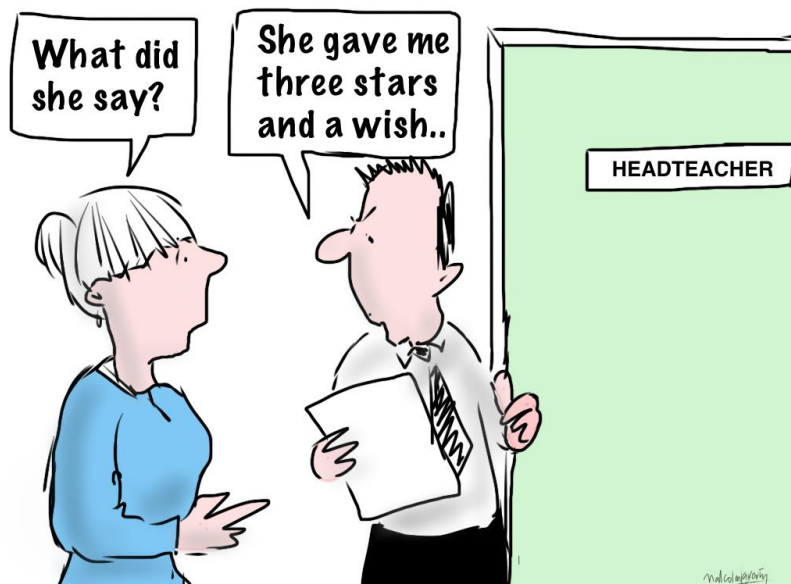
"Did you follow the process?" "How do you know that is the write answer?" "What is working and what is not working?" "What is the evidence and how do you know or what are your clues?"

Below are two examples of Steve Hinds, adult educator, modeling feedback and instruction through questioning. Although a mathematics, example, these questions may be used when teaching any content area. <https://ket.pbslearningmedia.org/resource/6fa4db24-2a45-4940-b38e-bfe087193e53/communicating-in-math-classrooms/#.WRnfe8m1t24> and

<http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/resources/>

For specific RLA/Science/Social Studies examples.

- What is the evidence?
- Show me where it is?
- What does your partner think? Do you agree or disagree? Why?
- How do you know that?
- What are your clues?
- What would ____ say?



Feedback through questioning may be powerful to foster ownership, critical thinking, and self-efficacy. If it is:

- ⊙ Descriptive rather than evaluative.
- ⊙ Timely—arrives when student can still use it to improve his/her work.
- ⊙ Contains the right amount of information.
- ⊙ Compares the work to criteria.
- ⊙ Focuses on the work not the student.
- ⊙ Focuses on the learning process.
- ⊙ Positive.
- ⊙ Clear to the student.
- ⊙ Specific (but not too specific).
- ⊙ Its tone implies that the student is an active learner.
- ⊙ Suggests next steps.

The Mirror and The Magnet in the Meaningful Moment (Moss & Brookhart, 2012, pg. 66).



To feed learning forward, feed forward information must help students recognize the quality of their present work and what they must do to improve it while they still have time to do so:

- ⊙ **The Mirror:** Provide an accurate description of the strengths of the work in relation to the student LookFors.
- ⊙ **The Magnet:** Provide a logical next step strategy that considers the student's strengths and what the student should do next to improve.
- ⊙ **The Meaningful Moment:** Feed forward information must arrive while the student still has time to use the information to improve his/her performance.

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